Family, Schools, and Community Partnerships

Bethel College RTI Workshop

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Components to Consider

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsivity
- Family, community & school partnerships

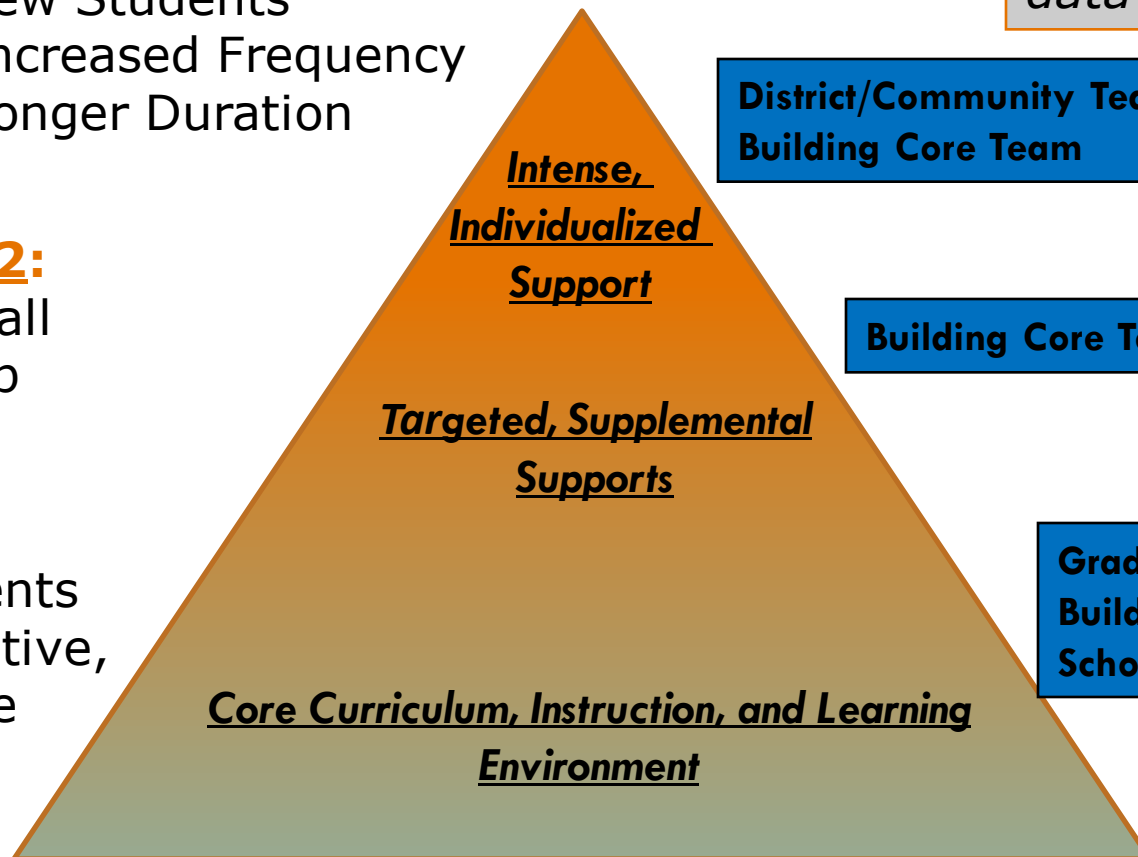# Integrated System for Academic and Behavioral Supports

Services across tiers are fluid and data-driven

Tier 3:
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:
- Small Group

Tier I:
- All Students
- Preventative, Proactive

Intense, Individualized Support

Targeted, Supplemental Supports

Core Curriculum, Instruction, and Learning Environment

District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Preview: Connecting My Presentation to Indiana's Vision of RTI

What are *family, school, and community partnerships?*

Family, school and community partnerships are **collaborative relationships and activities** that involve the influences and resources in students' lives to **promote success** and provide **benefit to all partners**.

Research Indicates…

- Students with involved parents
  - Earn higher grades, better test scores, more credits
  - Are more likely to complete school and attend post-secondary education
  - Attend school regularly
  - Have better social skills, behavior, and adapt well to school

Henderson, A. T. & Mapp, K (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*

Research Indicates…

- Partnerships with the community can
  - Create new learning opportunities and networks of support for students and schools
  - Improve school climate and create a more open school culture
  - Increase resources available to schools, the community and families

Southwest Educational Development Laboratory. (2001). *Emerging Issues in School, Family, & Community Connections: Annual Synthesis*

WHAT DO WE KNOW
from **U.S. and international studies**
of school, family, and community partnerships?

- Parents vary in how much they presently are involved.
- Parents are most concerned about their children's success in school.
- Students need multiple sources of support to succeed in school and in their communities.
- Teachers and administrators are initially resistant to increasing family involvement.
- Teachers and administrators need inservice, preservice, and advanced education on partnerships.
- Schools must reach out in order to involve all families.

What does research say about the DEVELOPMENT OF PROGRAMS of school, family, and community partnerships?

- ❑ Programs and practices of partnership make a difference in whether, how, and which families are involved in their children's education.

- ❑ Subject-specific practices involve families in ways that directly assist students' learning and success.

- ❑ Teachers who use practices of partnership are more likely to report that all parents can help their children. These teachers are less likely to stereotype single parents, poor parents, or those with less for education as unable to help.

- ❑ Programs will be most useful to schools and to families if they are customized, comprehensive, and continually improved to help meet important goals for students.

Patterns Relating to Partnerships

❑ Partnerships decline across the grades, *unless* schools develop practices of partnership

❑ Affluent communities have more positive family involvement, *unless* schools in economically distressed communities work to build positive partnerships with students' families

Reprinted with permission: Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). School, Family, and Community Partnerships: Your Handbook for Action (Second Edition). Thousand Oaks, CA: Corwin Press.

Patterns Relating to Partnerships (continued)

□ Schools in economically depressed communities have more negative contacts with families, *unless* they work to develop a balanced partnership program including contacts about positive accomplishments of students

□ Single parents, parents who are employed outside the home, parents living far from the school, and fathers are less involved at the school building *unless* schools organize opportunities for volunteering at various times and in various places to support the school and their children

What are characteristics of effective partnerships?

- Strategy and collaborative planning
- Linking to student learning
- Advocacy and shared power
- Variety of roles and activities
- Two-way communication
- Reciprocal relationships
- Professional development for school staff
- Trust and respect
- Belief in ability of family and community to contribute

Where to begin to improve partnerships? *STRATEGY*

- **Establish a team**

- **Prepare the team**

- **Take inventory**

- **Develop a plan**

Establishing A Team

- Parent/Family Representatives, Community members, Teachers, Administrators, Students
- Utilize alternative methods for greater participation and to hear all voices
- Membership may expand and contract from core group as needed
- Team is directly connected to school improvement team

Preparing the Team

- Research review, book study or other development on FSCPs; address misconceptions and attitudinal barriers
- Talking to constituency
- Setting a vision
- How to work together
- Decision-making process
- Resources available (financial, information, tools, additional partners)

Taking Inventory

- What is currently happening relating to FSCPs? Is there any evidence of the effectiveness of these activities?
- How do school personnel, parents/ families, students currently feel about the status of partnerships?
- What are the strengths and needs of the students, families, school, and community?
- Where is your school in relation to your vision for FSCPs?

Developing a Plan

- Based on:
  - Vision for partnerships
  - School improvement priorities
  - Current status of partnerships and effectiveness of efforts already in place
  - Anticipating and address potential challenges
  - Strengths and needs of students, school, families, and community
- Who, what, when?
- How to measure effectiveness?
- Establish when to review and revise

On your mark. Get set. GO!

- Implement the plan
- Evaluate impact of activities
- Evaluate effectiveness of team
- Celebrate achievements
- Make changes for success

Tools and Resources from Today

- *Partnerships By Design* Booklet
- *Increasing Parent Involvement on School Committees, Councils, and Teams*
- *State of Our Schools Survey*
- *Suggestions for Reaching Out to Families and Increasing Family Participation in School Events*
- List of Additional Resources
- Julie Havill-Weems   jhavill@indiana.edu

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Take Home: Connecting My Presentation to Indiana's Vision of RTI